Baruch College

Promoting Academic Integrity

Don McCabe – Rutgers University
Research Chronology – 1990 to 2006

- College
  - 135,00+ students at >140 schools
  - 14,000+ faculty at >90 schools
  - Baruch survey – 1,528 students & 153 faculty
Methodological issues

- Self-report data
- Low response rates
2002-2006 Surveys

- **Canada**
  - Students, faculty, TAs, first year students
  - 16 participating schools

- **United States**
  - Students, faculty, TAs, first year students
  - 84 participating schools
Some major findings

- Campus norm is key; honor codes important
- Business majors are #1
- Males used to report more test cheating, but females have closed the gap; females report more cheating on written work except most explicit forms
- Those with significant time commitments – e.g., caring for dependent, job, athletics
## Self-reported cheating - Undergrads

<table>
<thead>
<tr>
<th></th>
<th>U.S. Sample</th>
<th>Baruch</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Biz</td>
<td>Other</td>
</tr>
<tr>
<td>Test Cheating</td>
<td>27%</td>
<td>20%</td>
</tr>
<tr>
<td>Written Cheating</td>
<td>50% (54%)</td>
<td>45% (48%)</td>
</tr>
<tr>
<td>N</td>
<td>12,079</td>
<td>49,025</td>
</tr>
</tbody>
</table>

Test cheating more of an issue at Baruch – quant emphasis?
<table>
<thead>
<tr>
<th></th>
<th>U.S. Sample</th>
<th></th>
<th>Baruch</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Biz</td>
<td>Other</td>
<td>Biz</td>
</tr>
<tr>
<td>Test Cheating</td>
<td>11%</td>
<td>9%</td>
<td>11%</td>
</tr>
<tr>
<td>Written Cheating</td>
<td>38%</td>
<td>29%</td>
<td>31%</td>
</tr>
<tr>
<td></td>
<td>(39%)</td>
<td>(31%)</td>
<td>(32%)</td>
</tr>
<tr>
<td>N</td>
<td>1,330</td>
<td>7,938</td>
<td>213</td>
</tr>
</tbody>
</table>
Student motivations for cheating

- Pressure to succeed/excel – job market, grad school, etc.
- Fairness (“Others do it.”)
- Material is trivial/irrelevant.
- Courses too hard/faculty unreasonable.
- Sense of “entitlement” seems important.
Motivations for not cheating

The peer environment on campus… “because students are most affected by the social environment around them.”

Self respect. Upbringing (values & morals).

The consequences for cheating or dishonesty.

Desire to truly learn.
Overview of Baruch Student Comments

A number of comments suggest things are OK, but not perfect, and not much can be done.

Questions about understanding/behavior of international students.

Many have observed cheating – ‘some’ to ‘rampant.’ Less in MBA program due to policies?

Typical concerns with reporting.

Miscellaneous – faculty, education, penalties, etc.
Faculty
## How faculty & students learn of policy

<table>
<thead>
<tr>
<th>Source</th>
<th>Undergrads (U.S.)</th>
<th>Undergrads (Baruch)</th>
<th>Faculty (U.S.)</th>
<th>Faculty (Baruch)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty</td>
<td>63%</td>
<td>75%</td>
<td>41%</td>
<td>32%</td>
</tr>
<tr>
<td>Handbook</td>
<td>26%</td>
<td>31%</td>
<td>51%</td>
<td>56%</td>
</tr>
<tr>
<td>Orientation</td>
<td>20%</td>
<td>39%</td>
<td>25%</td>
<td>24%</td>
</tr>
</tbody>
</table>

42% of Baruch faculty cite campus website.

Note: Students - % noting they learned a lot from the source.
Faculty – % who used source, no rating of how much learned.
### % Faculty observing cheating*

<table>
<thead>
<tr>
<th>Behavior</th>
<th>US**</th>
<th>Baruch</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plagiarism</td>
<td>58%</td>
<td>59%</td>
</tr>
<tr>
<td>Test/exam cheating</td>
<td>27%</td>
<td>41%</td>
</tr>
<tr>
<td>Collaboration</td>
<td>60%</td>
<td>53%</td>
</tr>
</tbody>
</table>

* % noting they observe behavior often or very often.

** US numbers from 2005-2006 survey only – N = 1,709.
Faculty role

- Education vs. detection? Use tools for education?
- Don’t let plagiarism software detection lull you into a false sense of security. (e.g., will it detect material from MS Autosummarize?)
- Help convince students it matters.
- Don’t give up/change assignments.
Faculty role

- We must remain vigilant – at least out of a sense of fairness for honest students.

- Students seem to want ‘some’ change – we need to encourage them.

- More faculty need to come forward. (40% in US ignore some cases; 43% at Baruch)

- Key issue – What’s the right balance among promotion, deterrence and punishment?
“Ten (Updated) Principles of Academic Integrity”
McCabe & Pavela
May/June 2004

Principles of academic integrity for faculty.
Forget (new) reporting requirements

- Most students are simply unwilling to report peers.
- Does lack of enforcement weaken whole code?
- Should we consider confrontation? It’s important that we get students to accept some community responsibility here.
Give students the primary role

- Students need to have, and sense, ownership
- Orientation – peer to peer
- Boards – at least the majority vote
- Let them build a ‘new’ tradition
Emphasize education vs. punishment

- Maryland model
Work on campus culture

Peer culture seems to be a key

Continued student involvement seems to be critical

Let them co-opt faculty and staff

Tough to build a strong enough culture to deal with take-home exams?
MBA Students

“Academic Dishonesty in Graduate Business Programs: Prevalence, Causes, and Proposed Action”

AMLE, Vol. 5, No. 3 (September), 294-305
McCabe, Butterfield, & Trevino
MBA Students

- 2002/3 & 2003/4 AYs
- 32 schools w/ MBA programs – 21 US
- 5,331 responses – 13% (MBA = 623)
- Evaluated 5 test cheating behaviors & 8 relevant to written work/projects
Behaviors evaluated

- **Tests:**
  
  Copy from other (2), use of crib or cheat notes, help other cheat, get pretest information

- **Written work/projects:**

  Internet plagiarism (2), written plagiarism (2), fabricate bibliography, submit work of other, unpermitted collaboration, unauthorized helping of other
<table>
<thead>
<tr>
<th>Field</th>
<th>Total</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business</td>
<td>429</td>
<td>56%</td>
</tr>
<tr>
<td>Engineering</td>
<td>237</td>
<td>54%</td>
</tr>
<tr>
<td>Science</td>
<td>376</td>
<td>50%</td>
</tr>
<tr>
<td>Health Professions</td>
<td>393</td>
<td>49%</td>
</tr>
<tr>
<td>Education</td>
<td>498</td>
<td>48%</td>
</tr>
<tr>
<td>Law</td>
<td>104</td>
<td>45%</td>
</tr>
<tr>
<td>Arts</td>
<td>145</td>
<td>43%</td>
</tr>
<tr>
<td>Soc Sci/Humanities</td>
<td>562</td>
<td>39%</td>
</tr>
</tbody>
</table>
Key results

Test cheating

- Business – 23% vs. Others – 18%
- Driver is pretest info (20% v. 14% others)

Written/project cheating

- Collaboration (28% vs. 23%) and internet ‘cut & paste’ (33% vs. 22%) are big issues